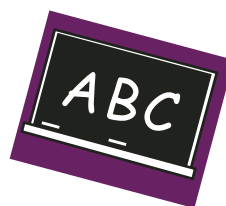


# Functional Independence



## Accessing Print

*Item Descriptor  
Samples*

**Grade 11**

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## Accessing Print

This booklet contains sample Functional Independence Accessing Print items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Benchmark (EB) code and a brief description of what the item measures. This EB code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

The table below lists the number of core items administered on the Functional Independence Accessing Print Assessments.

### Functional Independence – Accessing Print Grades 3-8, and 11

Assessment Component	Number of Core Items
Part 1 Accessing Print - Word Recognition	20
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each

The Word Recognition portion of the assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students' daily environments, and (3) measure important vocabulary.

At grades 4-8 and 11, students are asked to select a word that correctly completes a sentence. This task assesses a student's understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students – regardless of grade – have three words, or answer choices, from which to choose. Students may have the stem (question) read aloud for them, but not the answer choices.

In the Text Comprehension portion of the assessment, students read or listen to three types of passages: narrative, informational, and functional. Narrative passages are fictional stories, Informational passages present factual information, and Functional passages present information in real-life context or format. Each passage is followed by 7 multiple choice questions.

All passages consist of content and vocabulary that are appropriate for the students being assessed. Students may have any or all of the passages and/or items read aloud to them.




## PART 1

### ACCESSING PRINT – WORD RECOGNITION

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.


**R.WS.11.FI.EB03:** Recognize frequently encountered words

**1** Lin went to the doctor because she was sick. He gave her a \_\_\_\_\_ for some medicine to help her feel better.

- A** president
- B** prescription 
- C** prevention

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**2** Nick loves working with kids. He is going to \_\_\_\_\_ at the local children's hospital.

- A** volunteer 
- B** value
- C** vanish

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**3** Eddie buys \_\_\_\_\_ every week. He likes to have fresh fruit and vegetables.

- A** groceries 
- B** guitars
- C** giggles

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**4** Emily's science class is studying molecules. They use a microscope to \_\_\_\_\_ the size of the molecules.

**A** marry

**B** mascot

**C** magnify 

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**5** Maria doesn't know which class to take. She asks her teacher for \_\_\_\_\_.

**A** advance

**B** address

**C** advice 

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**6** Helen wanted to learn how to balance her checkbook. She decided to take an \_\_\_\_\_ class.


**A** art

**B** accounting 

**C** acorn

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**7** Stephanie wanted to \_\_\_\_\_ her fear of heights. She went to the top of the rock-climbing wall.

**A** conquer 

**B** conscious

**C** connect

**R.WS.11.FI.EB03:** Recognize frequently encountered words

**8** Leslie washes her hair every day in the shower. She knows that personal \_\_\_\_\_ is very important.

**A** hygiene 

**B** horizon

**C** huddle



## PART 2

### ACCESSING PRINT – TEXT COMPREHENSION

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Functional Passage****Hunting for a Job**

Kevin has a job delivering newspapers Tuesdays and Thursdays after school, but he would like to get another job so he can earn more money. He's saving his money to buy his first car. He hopes he'll have enough money so he can purchase a car by this summer.

On Sunday afternoon, Kevin reads the help-wanted ads in the newspaper. He reads an ad for an athletic-shoe factory in his town that is hiring new workers to pack boxes.

**THE WINNER SPORTS SHOE FACOTRY  
IS HIRING BOX PACKERS NOW!**

We are looking for qualified candidates to fill part-time positions. Box packers must be able to work on weekends, pack shoes into boxes, look up shipping addresses on a computer, make shipping address labels, and paste labels on boxes.

Skills needed: Applicants need to be able to work carefully and quickly. Computer skills are also desirable, but not required.

Hours: 5 hours on Saturday afternoons and 4 hours on Sunday mornings.


Pay: \$7.00 per hour

If you are interested in this job, please send your resume to the Human Resources Department:


546 Industrial Way  
Jonestown, MI  
48555

Kevin thinks this job sounds like a great opportunity. He can still deliver newspapers after school while earning additional money on the weekends. He decides that he has the skills needed for the job. He sits down at his computer and prints out a copy of his resume. He hopes he gets the job!


**R.CM.11.FI.EB02:** Identify main ideas and details

- 9** In this passage, why does Kevin want another job?
- A** He needs more money so he can fix his car.
  - B** He needs more money so he can buy a car. 
  - C** He needs more money so he can get new shoes.

**R.WS.11.FI.EB07:** Use context clues


- 10** What does the word purchase mean in this passage?
- A** to read a newspaper ad
  - B** to apply for a job
  - C** to buy something 

**R.CM.11.FI.EB02:** Identify main ideas and details

- 11** What is this newspaper ad **mostly** about?
- A** a job packing boxes at an athletic-shoe factory. 
  - B** a job delivering newspapers on Tuesdays and Thursdays
  - C** a job working in the Human Resources Department


**R.IT.11.FI.EB03:** Identify author's purpose - informational

**12** Why did the author of this newspaper **probably** write the first part of the ad in boldface?

- A** to get the reader's attention about a job opportunity 
- B** to tell the reader important information about sports shoes
- C** to describe to the reader features of a car that is for sale


**R.WS.11.FI.EB07:** Use context clues

**13** What does the word qualified mean in this ad?

- A** having to wear athletic shoes
- B** having certain skills 
- C** able to save money


**R.CM.11.FI.EB01:** Make inferences, predictions, and conclusions

**14** Based on information in this newspaper ad, Kevin might have a better chance of getting the job if he

- A** has some computer skills. 
- B** knows how to drive.
- C** can work on Tuesdays.

**R.CM.11.FI.EB01:** Make inferences, predictions, and conclusions

**15** Based on information in this passage, what will Kevin **probably** do after he prints out his resume?

- A** deliver newspapers in his neighborhood
- B** go to a used-car lot and buy a car
- C** mail his resume to the Human Resources Department 

**Narrative Passage****Solving a Family Problem**

"Mom, please don't make me babysit Rita today! It's Saturday and I want to have fun with my friends," said Kanye. He wanted to go to the movies with Randy and Carmen to see *Robot Destroyer II*.

"Kanye," his mother said. "I asked you yesterday not to make any plans for this afternoon. I explained to you that I had an urgent appointment with Mr. Daly today at twelve o'clock." Kanye's mother was about to leave for work. She owns a computer-repair business, and Mr. Daly is a new client. He was having serious problems with his home computer. Usually Kanye's mother does not work on Saturdays, but this was an emergency.

Kanye was upset. "I know you asked me to watch Rita, but Randy and Carmen asked me to go see *Robot Destroyer II*, and I already told them I could go. It's not fair. I've been waiting weeks to see this movie and now I have to tell my friends I can't go. Can't Mr. Daly wait until Monday to get his computer fixed?" Kanye asked his mother.

Just then Kanye looked over at Rita who was sitting on the couch. She had been listening to her brother and mother argue. She looked sad. Rita thought Kanye was angry with her.

Kanye's mother said, "I'm sorry, Kanye, but I can't tell Mr. Daly to wait. I made a commitment to fix his computer. He's depending on me to help him, just like I'm depending on you now. You promised to watch your sister for me, and now I need you to follow through on what you said. I know it seems unfair to you, but you have a responsibility. You're Rita's big brother, and she and I both need you to babysit."


Kanye thought about what his mother said. He wasn't happy that he couldn't go to the movies, but he understood that he couldn't break his word to his mother. He could always see *Robot Destroyer II* tomorrow afternoon. Besides, babysitting Rita wasn't so bad. They could play video games together until his mother returned home from work in a few hours.

"Okay, Mom. You're right. I'll stay home with Rita." He put his arm around his little sister and she smiled a big toothy grin. "Have a nice day at work," Kanye said to his mother.

"All right, dear," Mother said to Kanye. "You two stay out of trouble while I'm gone. I'll be home soon, then we can order some pizza for dinner tonight."


**R.WS.11.FI.EB07:** Use context clues

**16** What does the word urgent mean in this story?

- A** responsible
- B** friendly
- C** important 


**R.CM.11.FI.EB01:** Make inferences, predictions, and conclusions

**17** How is Kanye **probably** feeling when he says, “It’s not fair” to his mother?

- A** tired
- B** upset 
- C** pleased


**R.WS.11.FI.EB07:** Use context clues

**18** What does the word commitment mean in this story?

- A** a promise 
- B** a movie
- C** a video game


**R.CM.11.FI.EB01:** Make inferences, predictions, and conclusions

**19** At the end of this story, Rita **probably** smiles because

- A** she doesn't have to stay with her brother.
- B** her mother has a new client.
- C** her brother shows that he cares for her. 


**R.NT.11.FI.EB04:** Identify author's purpose - narrative

**20** Why did the author **probably** write this story?

- A** to give people ideas about how to earn money
- B** to show how people should keep their promises 
- C** to teach people about how to repair computers

**R.CM.11.FI.EB01:** Make inferences, predictions, and conclusions

**21** Why does Kanye **probably** put his arm around Rita at the end of this story?

- A** He is going to meet his friends at four o'clock.
- B** He wants to make Rita feel better. 
- C** His mother is leaving for work.



**R.NT.11.FI.EB03:** Identify story elements

**22** What is Kanye’s problem in this story?

- A** He wants to see a movie with his friends this afternoon instead of watching his little sister. 🖐️
- B** He wants to help his mother fix Mr. Daly’s computer instead of playing video games.
- C** He wants to play video games with his sister instead of going to see *Robot Destroyer II*.







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